THE EFFECTIVENESS OF STORYTELLING PICTURES IN IMPROVING WRITING RECOUNT TEXT: An Experimental Study at XI Grade Students of SMAN 6 Mataram in Academic Year 2017/2018

A Journal
Submitted as a Partial Fulfillment of the Requirements of Sarjana Pendidikan (S.Pd) Degree in English Department Faculty of Teacher Training and Education Mataram University

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UNIVERSITY OF MATARAM
2018
RATIFICATION

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The Effectiveness of Storytelling Pictures in Improving Writing Recount Text: An Experimental Study at XI Grade Students of SMAN 6 Mataram in Academic Year 2017/2018

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ABSTRACT

This experimental research was aimed to find out the effectiveness of storytelling pictures in teaching recount text at the eleventh grade students of SMAN 6 Mataram. The samples of this research were group into experimental and control classes which were taken from 6 classes by using cluster random sampling technique. In analyzing the data, it used the statistical procedures with t-test formula. The result of the data computation showed that the t-test value was 3.3125 higher than t-table which was 1.9955 at the confident level of 0.05 for two tailed in degree of freedom (df) 68. Based on the result, it can be concluded that using storytelling picture is effective in teaching writing recount text at SMAN 6 Mataram in academic year 2017/2018.

Key words: Writing, Recount Text, and Storytelling Pictures
1. Introduction

English has become a popular subject especially in education curriculum. English is one of the important language widely used in the world as means of international communication. It is known as a universal language, which means that English is used by many nations. In Indonesia the most people learn English for many purposes, such as for doing business, gaining knowledge, teaching students and becoming interpreters. Indonesia is one of the countries which has made English as a foreign language in all level of education.

2. Statement of Problem

Are the use of storytelling pictures effective in improving students’ recount text at XI grade students of SMAN 6 Mataram academic year 2017/2018?

3. Research Objectives

The purpose of this research is to know whether or not the use of storytelling pictures is effective in teaching recount text to the XI grade students of SMAN 6 Mataram academic year 2017/2018.

4. Writing Skill

According to Brown cited in Jayanti (2014: 6) stated that “Writing is in fact, transaction with word whereby you free yourself from what you presently think, feel, and perceive”. Writing ability is a word processing skill through the written from that is very important to be mastered by students as its functions and clear goals on its submission. Therefore, the importance of writing requires students to know function and goal of writing including the process of writing. Meanwhile, Harmer cited in Jayanti (2014:6) explained that “Writing has various stages (planning, drafting, editing, etc) that
is to say that the writer goes through in a variety of sequences in order to compose written text”. In addition, “writing composition is a task which involves the students in manipulating words in grammatically correct sentence from a piece of continuous writing which successfully communicate the contents through any ideas on certain topic” according to Heaton cited in Jayanti (2014 : 6).

The eleventh grade students of senior high school are considered as beginning learners. They have learned English for at least a year in the previous class. Then, in the following year, the students will be able to master some more basic skills in writing and should be encouraged to produce writing for a specific context, but still in term of practicing stage. These aspects are important to master and help the students to be able to produce good writing.

5. Previous Related Study

This topic describes relevant studies which are possible in adding the research view on the effect of storytelling pictures in teaching writing. Firstly, this study was conducted by Mega Puspita Rini (2013) on improving student’s ability in writing recount text by using picture series: A classroom action research in class X at SMAN 1 Batulayar in Academic Year of 2012/2013. The objectives of this research were to find out the improvements of students’ writing skill by using picture series. The subject of this research was the tenth grade students, consisting of 27 students. This research used a mixed method (qualitative and quantitative). The data were collected
using interview, observation and writing text. She conducted her study in two cycles, each of which was followed by plan, action, observation and reflection. The data from observation that were taken from every cycle were analyzed descriptively while the data from test were analyzed quantitatively. The result of her study indicated that the students’ writing skill increased after being taught using picture series.

The difference of my study from the previous study can be seen in the design used. The previous study used classroom action research and the Present research will use Experimental Design. The similarity of this research from the previous study can be seen in the media used, in order to find out the effect of storytelling pictures in writing recount text.

6. Research design

In this research, researcher focused on the ability in writing recount text. This research conducted at the students of grade XI in SMAN 6 Mataram. There were two groups in this research. Both groups were experimental group and control group. Then were treated in different ways to the experimental group by using storytelling picture and another was given taught by using single picture. Before giving the treatments in experimental and control groups, the researcher gave pre-test to the students. After doing pre test, the researcher gave treatments by applying storytelling picture. At last, the researcher gave post test in order to observe the effect of using storytelling pictures in teaching writing recount text.
In elaborating the data analyzed, the researcher applied statistical analysis supported by descriptive analysis.

This design can be portrayed as follow:

\[
\begin{align*}
R_1 &: O_1 \times X \times O_2 \\
R_2 &: O_3 \times X \times O_4
\end{align*}
\]

Where:
- \( R_1 \): Experimental Group
- \( R_2 \): Control Group
- \( O_1, O_3 \): Pre-Test
- \( X \): Treatment
- \( O_2, O_4 \): Post test.

7. Discussion

The purpose of this study was to find out the effectiveness of storytelling pictures in teaching recount text which had been conducted at XI grade students of SMAN 6 Mataram academic year 2017/2018.

After giving treatment by using storytelling pictures in experimental group, the result of the post test indicated that the score increased from 44.4 (pre test) to 65.5 (post test), while the control group which was treated by using single picture also
performed higher score on their post test which (60.2) than their score pre test was (41.8). The result of the mean deviation of the experimental group is higher than the control group: 65.5 for mean deviation of experimental group and 60.2 for the control group.

Table 4.2.1 shows that there is good effect of using storytelling pictures in the confidence level of 0.05(95%) because the t-test result is higher than t-table. The t-test result 3.3125 and t-table is 1.9955. It means that the Null Hypothesis (Ho) which stated “there is no effect of using storytelling pictures in teaching writing recount text” was rejected, so the Alternative Hypothesis (Ha) which stated that “there is an effect of using storytelling pictures in teaching writing recount text” was accepted.

Storytelling pictures was effective to increase students’ writing recount text for several reason. The use of storytelling pictures as a reinforcement made students understand the material easily. Furthermore, applying storytelling pictures could help the students to enrich their vocabulary while identifying the storytelling pictures. Storytelling pictures was helpful for the students to build generalization before the process of writing and also helped students to develop their ideas in writing recount text, because the have inspiration or imagination about storytelling pictures they see to expressing their ideas into paragraph. The teaching learning process became more interesting fun and more enthusiastic.
The result of this experimental research proved that storytelling pictures was effective to increase students’ writing recount text than using single picture. However, without storytelling picture, the control group still showed improvement, although the improvement was not as high as that of experimental group. Using storytelling pictures more help students to keep their draft on track and select organization, predict the contents of the text easily based on their understanding about the storytelling pictures, and express their ideas to build stories in good coherence and unity than using single picture. It can be concluded that the use of the storytelling pictures was effective to increase students’ writing recount text at XI grade of SMAN 6 Mataram in academic year 2017/2018. In addition, it could be an alternative strategy for the English teacher.

8. Conclusion

Based on the data analysis and the result of discussion that have been done, it can be concluded that the students could improve their writing ability of recount text by using storytelling pictures. To improve students’ writing ability of recount text, the students analyze the generic structures concerning orientation, events, and re-orientation of any kinds of stories based on the picture given then they have to retell the story using their own words into a good order of recount text. These improvements could be seen from the following fact:
1. The students were able to give a significant effect in teaching writing recount text by using storytelling pictures at X1 grade students of SMAN 6 Mataram. It was seen from the result between the pre-test and the post-test. The average value the post-test was about 65.6 (higher than the average value the pre-test which was about 44.4). Therefore, it proves that storytelling pictures gave a significant effect toward the students writing recount text.

2. From the analysis, this research took two tailed .05 (95%) in order to know the effect of storytelling pictures in teaching writing recount tex. The result showed that t-test value was 1.9955 higher than in degree of freedom (Df) was in the level 0.05 (95%) for two tailed test. The conclusion is using storytelling pictures gave significant effect in teaching writing recount text at X1 grade of SMAN 6 Mataram in academic year 2017/2018.